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ABSTRACT

Perspectives on developing international understanding are considered in an essay, and descriptions of the international education at 15 colleges and universities are presented. In the essay, "Two Steps Forward, One Step Back: Slow Progress Toward International Understanding," James A. Perkins discusses barriers to change in internationalizing U.S. vital interests, as well as initiatives to promote international awareness. Attention is directed to the following activities at colleges and universities: an international studies requirement at Goshen College, which allows students to complete study-service trimesters in Central America or the Caribbean; Kalamazoo College's Program in International Education, which is designed to promote an international atmosphere on campus along with foreign study experiences; Occidental College's Core Program in the Liberal Arts, which offers all undergraduates an interdisciplinary introduction to both western and nonwestern traditions; a nonwestern world requirement at Western Michigan University, which offers international and area studies; and the University of Oregon's new undergraduate curriculum on the Pacific region, which is a component of the International Studies Program. Activities at 10 additional colleges are also described, and resource organizations and publications are described. (SW)

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Internationalizing the Curriculum

Efforts to provide students with an understanding of and sensitivity toward other countries and cultures usually reflect the personality of individual campuses. Tradition may dictate an emphasis on student and faculty exchanges, borne out of the missionary activities of early graduates. Or faculty recognition of students' provincialism may group global understanding with the necessity for American cultural studies and the new scholarship on women. Similarly, the barriers to internationalizing the campus and curriculum represent unique situations.

At the same time the lamentations sound distressingly alike: *not enough* money, *not enough* administrative commitment, *not enough* faculty interest. As a result, as James Perkins points out, the United States' need for citizens with some international acumen is not being met at the college level, and certainly not in the high schools or grade schools. The activities described in this issue of *Forum* demonstrate how 15 colleges and universities are fighting the tide. Their activities demonstrate that a little money and a small group of dedicated people can make inroads toward improving all graduates' international awareness. Our country's future leaders deserve nothing less. *P.B.*

Two Steps Forward, One Step Back Slow Progress Toward International Understanding

by James A. Perkins, Chairman,
International Council for Educational Development

Just over four years ago the Commission on Foreign Languages and International Studies submitted its report entitled "Strength Through Wisdom" to President Jimmy Carter. He could not have been less interested and, except for the Foreign Language Institute, neither could the State Department.

On the other hand, important members of the Congress, the defense and intelligence communities, and educational and research institutions were concerned, received the report with enthusiasm, and went to work at all levels of our government and education establishment. They, for perhaps different reasons, shared a common conviction that our security and economic competitive position, our intellectual and research interests, and our very ability to understand and cope in an increasingly interdependent world would be crippled by a continuing decline in our capacity to communicate with and understand the world outside our border.

These deep concerns were and are reinforced by an irrepressible curiosity about other peoples and other places. They were further reinforced by the growing visibility and demands of ethnic minorities that required competence in languages other than English. Spanish, for example, has almost become a domestic language. Two strong basic social drives have supported

a continuing interest in the Commission's report. The internationalizing of our vital interests and the pluralizing of our Anglo-Saxon melting pot.

It would be pleasant but inaccurate to report that the Commission report and the grave and continuing concerns produced a dramatic change in public and private activities. But they did help to arrest the decline in language enrollments and the support for advanced research and training.

The barriers to dramatic change are formidable. The United States both geographically and historically is an isolated country—traditionally inward rather than outward looking. Our forbears escaped from Europe which they had come to believe was full of evil thoughts and dangerous practices. A wise stance was to stay one remove away and tend to our internal business of developing a free and prosperous society. A conditioned reflex remains. In many quarters it is still believed that those who would try to understand and communicate with a foreign society are in danger of being subverted. This belief acts as a real constraint on the vigorous development of our international capabilities.

An equally important restraint is the overwhelming dominance of English as the domestic language and the dominant second language for most other countries. Both circumstances have put a damper on the normal incentives for learning both in and out of education and employment. Consequently, deficiencies are sustained by the reinforcing factors of untrained personnel combined with a belief in little requirement. No talent, no requirement. No requirement, no talent will be produced.

But against these difficulties, all has not been lost. Offsetting steps have been taken with some results.

A private organization has been established to promote interest, concern and solutions to existing deficiencies. The National Council on Foreign Languages and International Studies was created on the recommendation of the President's Commission and the support of major foundations, government agencies, and a business corporation (see resources listing). Originally funded for three years it has recently been refunded for an additional three years. The National Council has concentrated its attention on the need for professional specialists, state and secondary school initiatives, business and government requirements, and general public interest. The Council has always recognized that a change in priorities requires the affirmative action of all the relevant institutions of society and at all levels.

It is, of course, difficult to measure the impact of those initiatives. Some leading institutions have reintroduced language requirements for graduation. Some members of Congress have formed an informal group to promote positive legislation and prevent the negative actions of the administration. Some schools have developed new ways to improve global teaching. And some foundations (notably Exxon) have begun to give attention to the necessity for improving our international competence.

Against these pluses there are minuses. Presidential leadership is still completely missing. Russian studies are actually declining. Neither government nor business has urged their prospective employees to acquire linguistic competence. And still only one percent of our primary schools even offer courses in foreign language.

There is still much to be done before our competence measures up to our responsibilities or our understanding becomes a constructive ingredient of our liberal and professional education.

Some activities already represent sparks in the ashes of our indifference. They must be fanned—gently.

The rising concern for quality education in the high school has accelerated in very recent years. While a taste for a foreign language should pre-date the high school (junior and senior) and the realization that difference does not mean inferiority must come at an early age, serious study of a foreign language and our international circumstances must surely be developed during the high school years. It is encouraging to note that the recent spate of reports, articles and books almost always strongly recommend increased attention to these twin international necessities.

The federal government and particularly the states have substantially increased their interests in supporting growth in these areas. The federal government, in both its legislative and administrative branches, must find ways better to coordinate their activities. A relative handful of Representatives, led by Paul Simon, has kept the spark of legislative interest alive while the Defense Department and the CIA have provided a continuing initiative in the Executive branch. Helpful but not enough!

The states have actually shown more interest than the federal government. The changing economic climate, an increased understanding of the importance of foreign markets for domestic products, and the pressure from linguistic minorities—all these have produced signs and portents of vigorous support at the state level.

Finally, the educational world has begun to shift in its sleep, reacting to outside interests rather than any internal recognition of new responsibilities. But even here there are signs of concern, not overwhelming, but significant. One watches with anticipation.

What is, therefore, the "bottom line?" The national interest, the education interest, and the personnel interests in increased competence in foreign language and international understanding are increasingly visible and understood. But they operate against the drag of history and personal necessity. The gap between need and capability is still wide. Perhaps we can say the situtation has been upgraded from "scandalous" (the Commission's term) to inadequate but faintly hopeful.

Perkins chaired the President's Commission on Foreign Language and International Studies which produced *Strength through Wisdom: A Critique of U.S. Capability* in 1979.

Goshen College

First-Hand Understanding Of Third World Cultures

Recognizing that an education for today's world necessitates an understanding of its many facets

outside North America and Western Europe, Goshen College administrators instituted an international studies requirement in 1968 which exposes students to cultures "significantly different" from that of the United States. "The way we live in northern Indiana is not the way larger portions of the world's population live," says Arlin Hunsberger, director of international education. "The requirement gives students the extra nudge to experience different viewpoints."

Eighty-five percent of Goshen's students fulfill the international studies requirement by completing study-service trimesters (SSTs) in Central America or the Caribbean. The undergraduates spend the first half of the 14-week term together in intensive language and culture studies in their host country, often in the capital city. The term's second half is devoted to individual service activities in smaller communities. Students receive at least 12 hours of credit for their participation.

In addition to more frequent programs in Belize, Costa Rica, Haiti, and Nicaragua, Goshen has also sponsored SST sessions in China, Germany, Korea, and Poland. Tuition for the Caribbean and Central America programs is the same as on-campus tuition, while the other programs require additional charges.

The impetus for the SST program stems from the liberal arts college's Mennonite orientation, according to Hunsberger. Many of the faculty members have worked for the Mennonite Central Committee, a coalition of Mennonite groups which has undertaken relief work around the world since World War I. The relief work is an effort to serve the needs of the world, says Hunsberger, who distinguishes these activities from proselytizing for new church members. With 70 percent of the undergraduates raised in the Mennonite tradition, most Goshen students consider activities such as SST an important aspect of the Christian witness.

Faculty members and administrators also participate as leaders of each country's SST program. They volunteer for one-year assignments which are considered the equivalent of teaching on campus for purposes of tenure and benefits. Leaders are responsible for arranging for lecturers, housing, and service assignments. They often are accompanied by their families.

Before participating in SSTs students must complete two trimesters at Goshen and two college or high school courses in the language of the country they will be visiting. Students traveling to English-speaking Belize enroll in courses such as Cultural Anthropology or Communicating Across Cultures, an examination of cultural nuances that appear even in English-speaking countries.

SST ACTIVITIES

Approximately 20 students participate in each of the five to seven SST programs sponsored each trimester. The faculty leader arranges for each student to stay with a host family for the seven-week study section. In choosing hosts, leaders look for people interested in crosscultural activities who can give students a fair picture of the country's culture. "We do not make any pretense of placing students with the lowest classes," says Hunsberger, who notes that most students live with families considered part of the country's middle class.

Students attend classes on the country's language, history, and culture. Presentations in Belize, for example, have included a discussion by the U.S. consul-general on United States-Belize relations and a lecture by a banker on the economy of Belize. Hunsberger emphasizes that resource people are nationals of the host country and not expatriates who have retired to the area. Lecturers usually receive a modest honorarium.

During the trimester's second half students participate in service-oriented activities in different areas of the country. Because the college does not coordinate its own work projects, students are usually placed with ongoing activities, such as the Peace Corps or Red Cross. Assignments have included farming, teaching English, and assisting a midwife.

"These assignments are considered broadening experiences rather than opportunities to gain work experience in students' major or future profession," says Hunsberger. A nursing student, for example, might be given a teaching assignment rather than a hospital position. This flexibility also allows leaders greater latitude in arranging service assignments.

Hunsberger is especially proud of the annual SST program in China, which was begun in 1980. Each year 20 students spend 17 weeks in the People's Republic of China; their service assignment is teaching English at the Sichuan Teachers College. As part of an exchange program with the college, 10 teachers of English spend 34 weeks at Goshen, improving their English and attending classes. Because the Chinese guests live with families not connected with the college, the impact of their visits spreads among the community, says Hunsberger.

Approximately 15 percent of the undergraduates do not complete an SST. Half of these students are exempted from the requirement because of overseas experience, while others choose not to participate for personal reasons. The latter group enrolls in an alternative program which includes a language requirement and such courses as Hispanic Culture and Society, Biblical Archeology, and International Literature. Faculty members work to ensure that these students also acquire an understanding of "significantly different" cultures.

A 1979 SST evaluation revealed that the experience begins making the greatest impact on students approximately five years after graduation. "They begin to see the importance of the SST to their college experiences and careers," says Hunsberger. "It has made a difference in how they perceive the world." SST participants often become interested in further service work at home or abroad.

Faculty leaders also benefit from the experience, reports Hunsberger. While arranging housing and lectures takes hard work and "shoe leather," it also illustrates the importance of being able to adjust to a different environment and has made the faculty stronger believers in Goshen's international education efforts. Faculty experiences are also valuable as the college strives for internationalizing the curriculum, a top priority for Goshen, says Hunsberger.

Hunsberger believes the SST program is successful in showing students that "not everything good and important" happens only in western Europe or North America. While he is not certain that colleges with more diverse

views could implement a program such as SST, Hunsberger is convinced of the importance of foreign exposure for all students and ultimately the country. "Simply having more courses on crosscultural problems or non-western countries is an important first step," he says.

P.B.

For more information, contact Arlin Hunsberger, Director of International Education, Goshen College, Goshen, IN 46526. 219/533-3161.

Kalamazoo College

Keeping the Foreign Experience Alive at Home

Kalamazoo College's newly devised Program in International Education is, according to Project Director Robert Stauffer, "an attempt to realize what has been our philosophy for a long while—that international consciousness and international knowledge are absolutely essential for the well-educated person."

The program is designed to further promote an international atmosphere on campus and to complement the long-established foreign studies experience—a major element of the college's Kalamazoo Plan (K-Plan), says Stauffer, an associate professor of sociology. Using a year-round calendar, the K-Plan integrates at least three separate off-campus quarters into students' academic programs. In addition to the foreign study experience, students complete a career development internship, usually in their sophomore year, and a senior individualized project (SIP). Since the K-Plan's inception in 1961, 85 percent of each graduating class has spent one, two, or three quarters overseas, traveling to various locations in Europe, Latin America, Africa, and Asia.

In view of the great number of students involved with study abroad, faculty members and administrators regarded a deeper synthesis of knowledge gained overseas and on campus as essential to the total learning process. The Program in International Education is necessary, says Stauffer, because although study abroad is undertaken by the majority of students, its ramifications have not yet been sufficiently integrated into the curriculum to provide students with a coherent international education experience.

Thus, aided by a two-year grant (1983–1985) from the U.S. Department of Education, implementation of the program is underway, and its completion is scheduled for the end of the 1984–85 academic year. One of the key ideas behind the program, notes Stauffer, is to inculcate students with an appreciation for internationalism before they leave for foreign study, and to create an on-campus environment to support, rather than alienate, such students when they return.

This is not to say that the international education program is Kalamazoo's first attempt at heightening global awareness on campus. Throughout the 1970s administrators developed various programs to introduce an international flavor into the curriculum. These range from an experiential European Term, which allows students to extend their time overseas to do research for their SIPs, to a concentration in International Commerce, which gives students the option of combining economics skills with linguistic ability and cultural knowledge.

The international education program's current goal, according to Stauffer, is to strengthen the campus' developing global cognizance via a two-prong approach: the internationalization of both curricular and cocurricular aspects so as to affect as many students as possible.

STEPS TO SUCCESS

An initial step in the establishment of global awareness is the proposal to introduce a world geography graduation requirement. A competency examination administered to all incoming freshmen will test their basic geographical knowledge. Students will be required to repeat the exam until they obtain a satisfactory score.

Another requirement that will be used to achieve the ends of the international education program is the language requirement of demonstrated proficiency that each student must fulfill for a bachelor of arts degree. The program plans to incorporate cultural materials into every level language course to try to instill students with an interest in global issues. Professors will use stories, essays, audiovisual aids and products of various cultures to enhance students' familiarity and facility with the language through clearer understanding of its cultural contexts.

The next major step in the direction of an internationally enriched environment is the addition, over a two-year period, of nine new or revised global and comparative courses. Instructors offered two of these courses on an experimental basis during the 1982-83 academic year. Morality and International Relations, a global course, focused on the moral issues confronting nations and how moral principles affect peoples' dealings with one another, while Meanings of Death: A Comparative Religions Approach, explored the ways in which different cultures perceive and come to terms with death. These two courses have been substantially revised and are now standard offerings.

Stauffer, along with 14 other faculty members from various departments, will be directly involved with the implementation of the international education activities. Students will not be limited to one area of study, but will be able to choose courses commensurate with their interests. As students fulfill the distributional requirements necessary for a liberal arts degree, they will be exposed to an increasing global dimension in many fields. Says Stauffer: "We are trying to have so many courses with an international flavor of one type or another that students simply cannot get through the distribution without encountering one or two of them."

For those students who desire a more indepth approach to international issues, a concentration in international and area studies is being developed. This concentration is not an international relations major; rather, it is a global emphasis encompassing such disciplines as the politics, language and history of a country or geographical area,

and is incorporated with the student's major field of study. Concentrators must take a combination of global, comparative and area courses, will spend at least two quarters abroad, are expected to reach the conversational level in language study, and are encouraged to take a second foreign language.

Recognizing that extracurricular activities are necessary counterparts to classroom activities, the developers of the international education program are determined that they also should reflect the importance of the international scene.

Taking the global experience beyond the classroom into everyday life is the goal behind Kalamazoo's three language houses, where French, Spanish and German replace English as the students' principal tongue. Staffed by native speakers, these houses give students the opportunity to enhance their language skills and help them, if they have just returned from abroad, to retain the experience of interacting closely with another culture.

On the broader scale, an effort will be made to bring home the relevance of global issues to those students who do not have the chance to get as personally involved with them in their studies as do the international concentrators. The College Forum, a committee that plans cocurricular academic and artistic events, is, according to Stauffer, "definitely taking on an international concern." Building upon the themes that are being explored in internationally-oriented courses, the forum is presenting a lecture series featuring professors who will share their views and insights from recent research trips abroad. In addition, Kalamazoo will continue its presentation of an annual colloquium focusing upon international topics. In 1984, the colloquium will center upon U.S-Soviet tensions in the United Nations. The event lasts all day, and Stauffer encourages faculty to dismiss their classes so that all students are free to participate.

A factor tying together all the facets of the Program for International Education is the belief that cultural awareness has practical applications. Stauffer points out: "What makes Kalamazoo somewhat distinctive is not simply the foreign studies program but also the Career Development term and the off-campus Senior Individualized Project. The staff of the Career Development Center, which manages these programs, is also very committed to internationalism; they try to find more international placements for students, in international firms in the U.S. or abroad."

One of the newest aims of the Career Development Center is to establish a special International Career Education Internship program. Under the auspices of such a program, students would be able to work for their host firms in their overseas branches while on foreign study abroad during their junior year. The staff hopes that offers of employment to these students from their firms will be a regular outcome of the program. Stauffer agrees: "One thing we obviously have to do is to respond to students' career interests. The more we can help students see that knowledge of international issues, as well as linguistic ability, have practical consequences, the better off we are all going to be." *N.M.*

For more information, contact Robert Stauffer, Project Director, Program in International Education, Kalamazoo College, Kalamazoo, MI 49007. 616/383-8429.

Occidental College

Surveying Western and Nonwestern Traditions

With a major goal of providing "a perspective on various cultures," the Core Program in the Liberal Arts at Occidental College offers all undergraduates an interdisciplinary introduction to both western and nonwestern traditions. Students may choose one of two core options. The year-long collegium, Core I, is a full-time examination of the great works of the East and West. Core II participants complete separate courses in European, contemporary American, and world cultures, along with other distribution requirements. Students must also demonstrate intermediate level competency in foreign language.

An interdisciplinary approach to international studies is an Occidental tradition, according to David Axeen, associate dean of the faculty. For more than 25 years prior to the core program's establishment in 1978, the college had offered a two-year history of civilization program. One of the reasons for the demise of the old program was the faculty's perception that it "left out much of the world," says Axeen.

Collegium discussions range from Buddhism and early Japanese traditions to capitalist philosophies and Latin American revolutions. Each year approximately 18 percent of the freshmen choose this option, which is limited to 70 students. During the fall term they attend only collegium sessions; their winter and spring terms each include collegium work and a mathematics or science course.

"The sense of community that is developed by staying together throughout their first year is very attractive to 17-year-olds," says James England, dean of the faculty. He speculates that it is the ethos of the collegium that interests potential participants, rather than its perspectives on world culture.

Approximately ten faculty members from different departments participate in the collegium each year as lecturers and discussion leaders. Drawing from their own interests they develop the year's themes around "the great ideas and experiences of humanity." The 1983–84 academic year topics include forces of tradition and change: East and West, the religious experience and ethical choices, and the individual and society. In addition to the thematic discussions students trace the development of western and Asian civilizations.

During the section on tradition and change, for example, instructors ask students to consider how traditions originate and why changes occur in thought, the arts, and society. Readings include *The Tale of Genji*, *Antigone*, and *The Republic*. Students discuss Greek and Asian traditions and the economic theories of Marx and Adam Smith.

ANCIENT AND CONTEMPORARY CULTURES

Students begin Core II's international studies requirement with a two-term course on European Culture. England characterizes the course as an interdisciplinary approach to intellectual history, which provides a foundation for a better understanding of American and nonwestern cultures. Faculty members representing such departments as art, history, economics, and political science offer a chronological examination of the world from Ancient Egypt to World War I. Instructors also discuss the music, art, and literature of the periods, as well as the scientific ideas.

For their comtemporary American culture requirement students may enroll in an interdisciplinary examination of the United States since World War I or select a social science or humanities course on the United States. Slightly more than 50 percent of the students choose the first option, which is team taught by faculty members from several difierent departments. The course examines both "high and pop" culture, according to a catalog description, and strives for an appreciation of the country's institutions, arts, achievements, and shortcomings.

Core II participants must complete two courses for their world cultures requirement. They select their first course from among several interdisciplinary options, including Chinese Civilization, Latin American Cultures, and Russian Experiences. Latin American Cultures, for example, begins with an exploration of the Pre-Columbian period and ends with discussions on United States foreign policy in El Salvador. As in the other interdisciplinary world cultures courses, instructors examine the history and economics of the region, as well as the music and arts. Students listen to folk music and view such films as *Missing* and *El Salvador: Another Vietnam*.

Students choose their second world cultures course from such departmental offerings as Chinese Painting, Economic History of Modern East Asia, Cuba from Colony to Socialist State, and Africa: East and South. The second course does not have to focus on the same culture examined in the first course.

England emphasizes that the sequencing of the Core II international studies courses is deliberate. A future plan is to integrate the courses in a manner similar to the collegium.

Both students and faculty members benefit from the two core programs, reports England. Faculty members team teaching the interdisciplinary courses enjoy exchanges among colleagues during classes and weekly planning meetings.

Campus commitment to the core program is strong, says Axeen. The core program director interviews all prospective faculty members, and instructors are expected to teach in the program.

England advises colleagues interested in devising similar programs to examine their faculty members' concerns. "Faculty may have been hired without the expectation of working across disciplines," says England. "I tell prospective faculty members that it is similar to being a freshman again, only this time you have to understand the materials."

Students can apply their interdisciplinary understanding of world cultures tc a number of curricular and extracurricular activities. The Diplomacy and World Affairs major, for example, is among the five most popular majors, with 30 graduates each year. Established in 1957 in memory of Stuart Chevalier, an Occidental trustee and former ambassador, the program draws courses from such departments as economics, history, and religious studies.

The Chevalier program's emphasis, according to England, is on institutions of international negotiating, although students can pursue regional interests. The program is traditionally headed by a former ambassador and attracts guest lecturers from the diplomatic community.

The Henry R. Luce Foundation's establishment in 1982 of a professorship in religion, power, and the political process is another activity which has benefited the campus, as well as the local community, says England. Besides teaching such courses as Human Rights and Basic Needs in the Americas, Margaret Crahan has designed a popular evening lecture series. Lectures have focused on power and ethics in U.S foreign policy, political conflict in Spain, and the United States' Hispanic heritage.

"Because of the quality of lecturers, the series has attracted a number of Los Angeles community leaders," says Axeen. "It is interesting to see chief executives of major corporations informally discussing issues with students after the lectures."

Through her contacts and experiences Crahan is able to bring a current perspective on world affairs, according to England. "We are beginning to recognize the impact of the rest of the world on Los Angeles and its impact on Occidental," he says. *P.B.*

For more information, contact James W. England, Dean of the Faculty, Occidental College, Los Angeles, CA 90041. 213/259-2664.

Western Michigan University

Nonwestern World Perspectives

Instructors who are committed to promoting an understanding of other cultures are an important facet of institutionalizing a nonwestern world requirement, says Norman Greenberg, dean of international education and programs at Western Michigan University (WMU). "Students can discern between qualified people who have a genuine interest and people who are teaching the course because they have to," says Greenberg.

WMU graduates have been exposed to Third World perspectives since the early 1960s when the board of trustees required that all students complete a course on the nonwestern world as part of their general education requirements. Despite debates over the years about other aspects of the general education program, faculty and administrative commitment to the nonwestern world requirement has remained strong, according to Greenberg.

The nonwestern world requirement is complemented by the activities of the international education office. Responsibilities include coordination of the university's international and area studies programs, as well as contractual arrangements between WMU and foreign colleges and universities. Greenberg and his staff also work closely with the international student services office which processes and counsels international students.

Believing it is imperative for today's students to understand cultures and people from other parts of the world, staff members develop faculty and student exchanges with foreign schools and agencies. Greenberg relies on friendships made during his years as a professor of anthropology and social sciences to develop contacts in foreign countries. With a personal interest in Asia, he is sensitive to the "American disease" of focusing only on European cultures; WMU, for example, has established a student and scholar exchange program with Guangxi University in the People's Republic of China.

WMU undergraduates have benefited from the university's interest in international programs, says Greenberg. The nonwestern world requirement is one of four distribution areas in the general education program; the others are humanities, social and behavioral sciences, and natural sciences and mathematics.

Students may select courses designated as fulfilling the nonwestern world requirement from among ten arts and sciences departments' offerings or enroll in the College of General Studies nonwestern courses. Students pursuing the integrated general education program complete all requirements from the College of General Studies, an interdisciplinary college which emphasizes the acquisition of such skills as problem solving and writing.

One nonwestern world option available to all students is the general studies Introduction to the Nonwestern World, a historical approach to traditions and cultures. Of the 15 faculty members who regularly teach sections of the course, 12 were born and raised and received their initial academic training in Third World countries. Following a goal of helping students "understand different world views," the instructors work singly or in groups to introduce their own experiences and perspectives.

Greenberg views personal experiences, as well as commitment to intercultural understanding, as another important aspect of teaching a nonwestern world course. By allowing faculty members' to determine a course's emphasis, students benefit from the "enthusiasm of experiences and research instructors bring to the classroom," says Greenberg.

Upon approval of the university-wide general education committee, College of Arts and Sciences courses also satisfy the nonwestern world requirement. Students can choose options ranging from Studies in Asian Economics and Modern Latin American Societies to Japanese Religion and Introduction to African History and Civilization.

INTERNATIONAL AND AREA STUDIES

Greenberg credits the nonwestern world requirement with building student interest in international studies. "Some students never even knew those worlds existed," says Greenberg. "They become so fascinated they want to learn more."

WMU's International and Area Studies programs meet students' desire to know more. Funded in the early 1960s by the Ford Foundation, the program offers coordinate majors and minors focusing on Africa, Asia, Europe, Latin America, and comparative/crosscultural studies. The area study options are included in the College of Arts and Sciences' interdisciplinary programs. Each area study program is chaired by a faculty member who serves as the program adviser.

Students pursuing a coordinate major in one of the area programs must also be earning a degree in a departmental program. An undergraduate earning a coordinate major in African Studies, for example, must complete 30 semester hours in such courses as Cultures of Africa, African Literature, and Principles of Cultural Anthropology. European studies majors focus on British, Germanic, Romance, Slavic, or general studies. The comparative/crosscultural program encourages students to gain familiarity with several different regions or countries.

Each semester 75 College of Arts and Sciences departments offer 140 international and area studies courses. Almost every course is filled, reports Greenberg.

Although he is disappointed in the number of students currently pursuing area studies degrees, Greenberg stresses the programs' role in helping students understand the relationship of their academic areas to other cultures. He has discovered that students often pursue their own interests in international studies without taking enough courses to earn a major or minor or formalizing their commitment.

In developing area studies programs, Greenberg believes it is important for students to gain a crosscultural perspective, acquire a core of knowledge that scholars think is necessary for understanding their region, and pursue an indepth examination of their own interests. Each of the area programs designates some courses as core, or required, courses.

Greenberg is proud of his office's outreach to other countries and the university's attention to 18,000 undergraduates' need for intercultural understanding. Programs such as WMU's "may be the only opportunity students ever have to find out about other cultures," says Greenberg. *P.B.*

For more information, contact: Norman C. Greenberg, Dean of International Education and Programs, Western Michigan University, Kalamazoo, MI 49008. 616/383-0944.

University of Oregon

Windows on the World

In 1980 the University of Oregon added a new undergraduate curriculum on the Pacific region to its International Studies Program, a response to a need perceived by the Oregon Governor's Commission on Foreign Language and International Studies for stronger emphasis on studies on Japan and China. This commission

was a follow-up to the Commission on Foreign Languages and International Studies appointed by President Jimmy Carter.

The new curriculum not only extended the offerings of the university's cross area studies, which had already included Japan and Latin America, but permitted an area of study "specifically relevant to the Oregon economy, hard hit by the recession," explains Clarence E. Thurber, director of the International Studies Program. Thurber notes that "Japan is the number one trading partner of the United States, by far exceeding all others," and that "international trade now represents 20 percent of the Oregon economy."

Thurber's description of the Pacific Region Program elucidates the blend of interdisciplinary and professional study within the overall International Studies Program. The Pacific region curriculum views the Pacific as "a basin," with a unique culture that includes not only the Asian countries of Japan and China but Mexico, Indonesia, Australia, and the west coasts of the United States and Canada. Courses reflect a humanities orientation, but some are business oriented. Planned courses, according to a program announcement, include technology transfer, the role of transnational institutions, and the role of women in development. As an indication of the effect of the program on specific schools within the university, Thurber notes that in the past year Japanese language courses doubled over their planned increase for the year.

The program offers some courses as continuing education courses off campus at business establishments, both during the day and evening, to facilitate study by business persons. Japanese Phenomena, for example, takes a sociological and cultural approach to examining Japan's current role in international business. Each week guest resource persons lecture on specific topics such as "high tech" and harmonious labor.

The Pacific Region Program is one of many available to undergraduates who wish to major in international studies. Majors may pursue study in three ways: by emphasizing special topics or areas, such as the Pacific region, Eastern Europe, or science and developing countries; by declaring a double major, such as journalism and international studies; or by developing a professional emphasis, such as comparative public administration. In addition, some departments within the university, including economics, geography, and anthropology, permit their majors to pursue a concentration in international subjects.

All international studies majors complete 45 credit hours in three core blocks: international relations, regional cultures and area studies, and global perspectives and issues. In addition, they must complete three years of a foreign language. Advisers encourage internships and study abroad.

Students who wish to enter the program must submit a written application, describing their background, interests, reasons for entering the program, and expectations. A *B* average is required for admission. Thurber says that the application procedure itself is an important way of helping students define their goals. Despite what Thurber views as rigorous standards, there is a 98 percent acceptance rate. In December 1983 there were 57 undergraduates and 27 graduate students in the International Studies Program.

PROGRAM ACTIVITIES

Interdisciplinary international studies were formally instituted in the university in 1960, with a master of arts program. In 1979, the undergraduate major program was established, supplementing existing Russian, Asian, and Latin American area studies, and "permitting a rebirth of international studies in the university."

Operating as a program, not a department, the International Studies Program is administered by an advisory committee composed of 23 faculty members from all social science departments, most humanities and language departments, and some professional schools. The committee reports to the dean of arts and sciences, from whom it receives its budget. Thurber is both the chairperson of the Committee on International Studies and director of the program.

Through outreach efforts, the International Studies Program has also fostered two non-university international programs. The program was instrumental in the creation of an International Resource Center at one of the four local high schools in Eugene. Through a grant from the Northwest Area Foundation, under the college and university and school cooperative program, the university has been working "very successfully" with the Eugene School District for two years as a technical adviser. Functioning as a "school within a school," the center brings together teachers, students, materials, and special programs in an international study environment.

The program also sparked the development of a regional World Affairs Council, which encourages citizen participation in the formulation of foreign policy through workshops and speakers. The council is concerned with working with other education and public affairs oriented institutions on international education affairs at all levels.

Thurber says that the university has derived considerable benefits from the program, which "has attracted students who would not have come here otherwise." The importance of the program and its contribution is evidenced, he says, by the actions of the vice president of the university, who has supported expansion of the program.

Thurber would like to see a research component added. A survey has already been done of faculty research contributions in international affairs. While the program presently assists faculty in applying for grants, an additional staff person is needed in order to extend the research functions.

Concerning the need for more opportunities for international studies in colleges and universities in the United States, Thurber observes that national movements have impact on local needs, and that educators need to be sensitive to national cultural trends. In his experience, undergraduate students are still oriented toward Western European areas, much more than toward Asia and lesser developed countries; other area interests do not appear until the graduate level.

To colleagues on other campuses considering development of international programs, Thurber has three recommendations: know what your resources are ("watch out for overambition"), have a good quality base, and secure administrative support. He believes that an interdisciplinary framework is probably necessary, noting that a

specific base, such as political science, could limit study in economics, history, and anthropology. In developing an interdisciplinary approach, he believes a beginning core of two or three departments are needed, with one professor from each department. Thurber does not believe that a viable international program has to have a geographic or foreign area focus, but could be focused on topical interests, such as peace studies, or the world economy. *T.L.*

For more information, contact Clarence E. Thurber, Director, International Studies Program, University of Oregon, 837 Prince Lucien Campbell Hall, Eugene, OR 97403. 503/686-5051.

ADDITIONAL PROGRAMS

Broward Community College

Redirecting General Education Requirements

After recognizing that most students were not participating in international studies and overseas programs, administrators at Broward Community College (BCC) developed a six-hour international requirement as part of the college's general education program.

"Our philosophy is that virtually every student can benefit from exposure to courses of an international nature," says William E. Greene, director of international education at the southeast Florida community college. "We learned that a relatively small percentage of our graduates had taken coursework that could be considered international. Students planning to enter a variety of careers need some knowledge of other cultures and countries. It is as important as requirements in mathematics, English, or any other subject."

Greene believes that the community college should be a major force in international and intercultural education. "With approximately half of all undergraduates enrolled in community colleges, we are a major provider of postsecondary education," says Greene. "And while many of our students will transfer to other universities, many won't. If they don't receive some international perspective from us, they are not going to receive it at all."

Greene says that the need to acquire international understanding and awareness is more acute for students in Florida, which has been increasingly involved in the process of internationalization in the last decade. "Florida is seeing a considerable amount of international economic activity," says Greene. "Geographically we are uniquely located to serve as a bridge or crossroad between Latin America, Europe, and Canada. And, of course, we have been affected by the influx of refugees. We hope that by increasing citizen awareness and furthering the appreciation of cultural differences, we may contribute to the further internationalism of the state and the beneficial aspects of a multicultural environment."

Faculty and counselors were concerned that an international requirement would add hours to students' graduation requirements, according to Greene. "Electives are important," he says, "and imposed requirements lower the number of electives that students may take. We avoided this by instituting an overlay requirement. With proper counseling students do not have to take additional courses to fulfill the international requirement."

Currently all Associate of Arts degree students must take six hours of courses that satisfy the international requirement, which was added in 1979. Existing and new offerings that fulfill the requirement include any foreign language course, any course that stresses the interdependence of nations, and any course that specifically provides instruction about other countries and cultures.

Examples of existing courses included Spanish, French, and German, which are taught in a traditional manner. BCC also offers courses in Chinese, Japanese, Arabic, Portuguese, and Hebrew through a national self-instructional program. Other courses satisfying the requirement include International Marketing, World History, Comparative Economic Systems, and Regional Geography of the Western World. In all more than 80 courses fulfill the international education requirement.

Including Associate of Science degree students in the international requirement is on Greene's agenda for the future. "It is equally important for the A.S. student—some would say perhaps more important," says Greene. "We have local advisory boards for virtually all our A.S. degrees who indicate the competencies they want their potential employees to have. To be responsive to community needs we have to pay attention to the recommendations of these boards. That makes it more difficult to address some of the other needs that we perceive."

Administrators have designed a new A.S. degree in international business that is, according to Greene, attracting a number of students in its first year. The college also developed and administers a semester-long overseas program in Seville, Spain, where the language of instruction is English. Greene states that this and the fact that the overseas program is not designed for particular majors makes it accessible to more students who would not normally participate in overseas study.

Both students and faculty benefit from these overseas ties, says Greene. More than 400 international students representing 50 nations attend Broward, which has recently entered into a number of formal agreements of cooperation with other countries. A private college in Malaysia has adopted the Broward curriculum on a limited basis by utilizing its course numbers, course titles, catalog descriptions, and course outlines, according to Greene. "This parallel freshman/sophomore program opens the doors for more students to complete their higher education in the United States," he says.

All of this activity, according to Greene, fosters a greater understanding of the international community. "In a democratic society the vote of the uneducated counts exactly the same as the vote of the educated or enlightened. For citizens to participate intelligently, they need international understanding and knowledge." *S.H.*

For more information, contact William E. Greene, Director of International Education, Broward Community College, 1000 Coconut Creek Boulevard, Coconut Creek FL 33066. 305/973-2206.

Hope College

International Education Across the Curriculum

"There is nothing that cannot be internationalized," says Neal Sobania, director of international education at Hope College. With a three-year faculty development grant from the Exxon Educational Foundation, Sobania plans to increase faculty members' understanding of how every undergraduate can receive a "thoughtful exposure to an international perspec-

tive" through various departmental offerings. The project's first activity, a faculty workshop in January 1984, attracted instructors from almost all disciplines.

Sobania credits the college's first director of international education with laying the foundation for faculty interest in internationalizing the curriuculum. Paul Fried began in 1956 by establishing the college's Vienna Summer School; now in its 28th year, the school offers two three-week sessions on Austrian art, literature, and history. When Sobania was hired in 1980, he inherited a number of campus and study abroad programs and "was given carte blanche by the president and provost to take the international program in whatever direction would produce the greatest impact on campus."

An African historian, Sobania was concerned with the ethnocentric orientation of both the international studies degree program and the core curriculum's cultural history and language requirement. Students pursuing international studies degrees currently select courses from the economics, history, and political studies departments; Sobania anticipates adding a historical/cultural dimension to the program by fall 1984.

"We need to offer more than America's view of international topics," says Sobania, who would like to see more attention to nonwestern perspectives. Instead of advocating a nonwestern requirement in the core curriculum, Sobania, an assistant professor of history, will include discussions of China, Japan, Ghana, and Mexico in his ancient history course and encourage his colleagues to do the same.

Similarly, the Exxon project focuses on adding international dimensions to existing courses. Through workshops, colloquia, and development grants, faculty will develop new competencies in international issues and explore ways to internationalize department courses.

Fifty faculty members attended the January workshop. Discussions centered on the reasons for integrating international materials into the curriculum and what every Hope graduate should know. Says Sobania: "Students should be able to think creatively and persuasively from an international perspective."

Participants also explored ideas for the five faculty projects Exxon will fund during summers 1984 and 1985. The campus faculty development committee will review proposals with the assistance of the international education committee. Grants will include four-week stipends, travel funds, and library collection monies.

Instructors realized that they could begin to add global perspectives in their spring 1984 courses, reports Sobania. An English professor will include nonwestern subjects in his autobiography course, and an art instructor will ask students to prepare posters on foreign cities and then discuss the stereotypes they may have used.

Sobania will also coordinate a lecture series during the project's three years, which demonstrates the application of global perspectives to various disciplines. Lecturers will speak to the campus community and conduct faculty colloquia. Spring 1984 speakers include an artist from Mexico, an Indian journalist, and an East German theatre director.

With one-third of the faculty attending the first workshop Sobania is optimistic that he has the "critical mass" to begin internationalizing the curriculum. The Board of Trustees has named the 1984-85 academic year as international year at Hope, allowing for an international focus in everything from the convocation speaker and the guest artist series to alumni recognition awards and community activities.

As part of the Exxon grant, the registrar will rank courses by their international content during different phases of the project and determine how many students are affected by the curriculum changes. Sobania is encouraged by the preliminary results of the current preproject study. "I am discovering things I did not know were out there," says Sobania. He offers the example of a parasitology course which concentrates on tropical diseases and includes materials from the instructor's research in the Sudan. *P.B.*

For more information, contact Neil W. Sobania, Director, Office of International Education, Hope College, Hope, MI 49423. 616/392-5111.

Lafayette College

Liberal Education Within a Specific Major

The International Affairs Program at Lafayette College utilizes the expertise of its existing faculty to present its students with an interdisciplinary approach to learning. Requiring concentration in four major areas of study – history, government, economics and foreign languages – the program introduces students to the many dimensions of cultural exploration. Program Chairperson Ilan Peleg, associate professor of government and law, notes that "in the process of getting a degree in International Affairs, a student is being exposed to many fields, and thus in acquiring a particular degree, is simultaneously acquiring a 'well-rounded' education."

Course requirements are specifically mapped out for students, and while there are a variety of courses to choose from within the four principal departments of study, all International Affairs majors must reach a certain level of competence in each of them. "The program is rigorous – by far the most structured of all the A.B. programs that we have at Lafayette," says Peleg. International Affairs majors take a maximum of 22 introductory and advanced courses, ranging from Selected Issues in Contemporary History, to American Security Policy, to International Economics. Although the study of a foreign language is not required for other Lafayette students, International Affairs majors must successfully complete a minimum of three years of foreign language instruction.

To help students more fully integrate their varied coursework, the one-year senior seminar is being restructured to give them a junior- and senior-year seminar experience, which will allow them to gradually put into perspective the four fields of concentration, notes Peleg. The one-semester junior seminar, Research Methods in International Affairs, will be offered in fall 1984. "The idea," says Peleg, "is to have students read sophisticated pieces of research in the different disciplines which comprise the International Affairs program, exposing them to different types of approaches to the analysis of international materials." While the junior seminar will enhance the students' research skills through the study of a wide range of topics, the senior seminar will focus the students' attention on a specific theme in international affairs, such as the peace process in the Middle East, American foreign policy, or the food problem in Africa. Outstanding International Affairs students are encouraged to develop a thesis on a related topic, under the guidance of a professor.

Students who have had the opportunity to go abroad during their junior year (International Affairs majors are encouraged to do so, although study abroad is not a requirement), says Peleg, are able to draw upon those overseas experiences in the senior seminar, writing research papers in foreign languages, and bringing the perspectives of the countries they have visited into classroom discussions. Since 1978, Lafayette has offered an Interim Session program in which a professor takes a group of students for travel and study abroad. Locations have included Austria, England, France, the U.S.S.R., Israel, Egypt, and Cuba. "Such trips," says Peleg, "add much to the internationalization of the campus as a whole."

Peleg stresses that the International Affairs Program's interdisciplinary approach provides both a good grounding in the liberal arts and a marketable degree. "We are trying to refute the idea, popular in academe, that there is a dichotomy between the study of the liberal arts and the 'professional,' career-related

courses," he says. "Subjects such as language and economics lead not only to intellectual enrichment, but to professional development as well." He adds, "Prospective employers are attracted by students' linguistic abilities and their knowledge of a wide range of fields, because such skills demonstrate that these students have achieved a certain discipline."

Although the global exposure which international studies majors receive is intensive, Peleg notes that other Lafayette students may not develop such a heightened world awareness because their classes lack specific international focus. Responding to the danger of global ignorance, administrators are discussing the establishment of a new A.B. curriculum which will require that all students take at least two courses dealing with a foreign culture.

With a grant from the U.S Department of Education's Fund for the Improvement of Postsecondary Education, Lafayette has created interdisciplinary senior colloquia designed to bring students in contact with value-oriented topics, many of which have a global context. A Nuclear Arms Race Colloquium, team taught by professors from the departments of government, history, mechanical engineering, philosophy, economics and religion, has been popular not only with International Affairs majors, but with students majoring in other areas we well, says Peleg. In the future, he adds, Lafayette hopes to offer 12 to 15 colloquia a year, and such colloquia may become a senior requirement. "In today's world, everybody must be aware of cultures other than their own," says Peleg. "We do not want our students to leave school and enter a world about which they know little or nothing." *N.M.*

For more information, contact: Ilan Peleg, Chairperson, International Affairs Program, Lafayette College, Easton, PA 18042. 215/250-5384.

Macalester College

Combining Personal Experiences and Courses

Strengthening Macalester College's commitment to international perspectives calls for "evolution not revolution," according to a 1981 review. Says Virginia Schubert, co-coordinator of international studies, "New courses are the easy, flashy answer. We look at existing courses to see how they can be given an international character."

More than courses are responsible for the campus' international flavor, according to Schubert and David Sanford, director of the international studies center. Macalester has a tradition of bringing foreign students to campus and arranging study abroad opportunities for American students, according to Sanford. Approximately ten percent of the undergraduates come from 69 countries. Recruitment efforts strive for representation from different parts of the world.

Fifty percent of the students participate in study abroad activities. Students need not be language majors to take advantage of these opportunities. Administrators have developed programs which respond to both department and student interests. For example, students can pursue coursework in economics, political science, and history. Regularly scheduled international forums at Macalester bring study abroad participants and foreign students together for lectures and discussions.

Because "requirements are not part of the fabric" of Macalester, according to Schubert, the college does not have a foreign language or international studies requirement. "We put more credence in good advising," says Sanford. "Most of the faculty are in favor of our international focus and recommend language courses or courses with international components."

Advisers can recommend such courses as Urban Anthropology, Art of the Last Ten Years, The Press and Society, and Racial and Ethnic Minorities. Recognizing that students cannot always tell which courses include international topics, the college will offer a freshman seminar beginning in fall 1984 to familiarize interested students with the campus' curricular and extracurricular international activities.

Members of the interdepartmental international studies committee, which helps oversee the international studies degree, will develop the freshman seminar in a summer 1984 workshop funded by the U.S Department of Education. The proposed seminar will focus on values across cultures and disciplines.

In addition, the workshop participants will revise the required senior seminar in the international studies degree program. The seminar is the only common experience for international studies majors who design individualized programs. Students complete a core of courses from one department, such as anthropology or Spanish, and six complementary courses from one of the 12 departments included in the program. There are also study abroad and foreign language requirements.

The interdisciplinary senior seminar helps students synthesize their courses and learn from each other's perspectives, says Sanford. It is taught by an international scholar or professional brought to campus each year by the Hubert H. Humphrey Endowment. The 1983–84 scholar is a researcher at the International Peace Research Institute in Oslo. The proposed revision will include participation by Macalester instructors.

With support from the campus Bush Foundation development fund Sanford and Schubert will coordinate a faculty colloquium on internationalizing the curriculum. Scheduled for March 1984, the colloquium will bring together ten faculty members from different departments to discuss how various disciplines can be internationalized. A secondary goal for the colloquium and the summer workshop is the development of international materials for integration into participants' courses.

Sanford and Schubert view faculty development as an appropriate method for continuing the college's international focus. "Internationalism is part of our basic definition of liberal arts," says Schubert. *P.B.*

For more information, contact Virginia Schubert, Professor of French, 612/696-6198, or David B. Sanford, Director of the International Center, 612/696-6310. Macalester College, St. Paul, MN 55105.

Monterey Institute Of International Studies

Preparation for International Careers

"Language is the key to mutual understanding between nations," states the Monterey Institute of International Studies catalog. It is also a primary focus at this 400-student college, which was awarded the interpretation contract for the 1984 Olympic games in Los Angeles. Eighty percent of the students pursue masters degrees in language studies, international business administration, international policy studies, or translation and interpretation. The remainder complete the last two years of undergraduate language degrees, study English as a second language, or pursue personal interest in language study.

The institute was founded in 1955 by a French professor from the local Defense Language Institute, an army school that trains 3,000 military employees in 38 different languages each year. Believing that the school's immersion techniques would interest civilians, the professor offered a summer program in languages at a local church, according to Glynn Wood, academic dean. The institute gradually began offering courses year-round and became degree-granting in 1961. Instructors still offer intensive beginning language programs during the summer; only advanced courses are taught during the academic year.

The institute has maintained its founder's principle of employing native speakers as language instructors. Students may pur-

sue advanced studies in Chinese, French, Japanese, German, Spanish, or Russian. One-third of the students are foreign.

All students complete humanities courses taught in their foreign language. Options include advanced language studies and such courses as German Intellectual and Cultural History, Development of Hispanic Civilization, and Journalistic Chinese, an examination of terms used by the news media.

Approximately 50 percent of the graduate students major in international management. The two-year program integrates language studies with courses in international finance, marketing, and economics.

"It is important for students interested in international business to keep up with their language skills," says Wood. "In most MBA programs students do not do anything with their (foreign) language for two years."

The institute's atmosphere also prepares students for the international business arena, says Wood. He points to the cross-cultural problems encountered in dealing with foreign faculty members and in required group activities which bring together American and foreign students to tackle such projects as designing a competitive business. "These experiences parallel what students will find when they start crossing national boundaries," says Wood.

Crosscultural understanding is also a component in the international policy studies division. Students focus on one region and complete courses in comparative institutions, processes, and ideologies.

Wood calls the translation and interpretation program the institute's most rigorous option. Students must have the equivalent of an undergraduate degree in a foreign language and a year's residence in a location where the second language is spoken before entering the program. They constantly practice their interpretation skills during the two-year program and become sensitive to the cultural nuances that can affect their understanding of native speakers' comments.

"Students and faculty have come together here in a really creative mix," says Wood, who enjoys hearing half a dozen languages spoken as he walks across campus. He admits that the institute lacks the library and computing facilties available at larger schools but believes its faculty and programs make up for these deficiencies.

Wood encourages college and university administrators to reinstitute foreign language requirements. "Unless we get enough people interested in trying languages we are not going to have anybody at the base of the pyramid to create the good people at the top," says Wood. "You have to have 500 people start Japanese to get three who are going to be able to do anything in Japan." *P.B.*

For more information, contact Glynn Wood, Academic Dean, Monterey Institute of International Studies, 425 Van Buren Street, Monterey, CA 93940. 408/649-3113.

Middlesex County College

Responding to Student and Community Needs

With funds from the U.S Department of Education in 1978, Middlesex County College administrators began efforts to integrate an international dimension into various existing courses. Because many of the two-year college's 5,000 day and 7,400 evening students pursue career programs with specific requirements, they decided not to add an additional requirement in international studies, says Virgil Blanco, director of the Center for International Education.

Administrators also wanted to demonstrate that global interests "are a legitimate concern for all disciplines, not merely for those liberal arts areas with which the field is traditionally associated." They selected faculty members from each of the college's five divisions (business, health technologies, science, engineering, and liberal arts) to work on an international studies curriculum team.

During the 1978–79 and 1979–80 academic years Blanco coordinated workshops and seminars for the curriculum team and other interested faculty. Working with consultants, the faculty team designed several international studies courses.

Instructors also developed modules on international topics which could be added to existing courses. For example, a medical technology professor noted the medical community's heavy reliance on computers and high technology. Knowing that many undeveloped countries do not have access to this equipment, she developed a unit on how these countries conduct such research as blood analyses. As a result, students learned skills that can be used during equipment failures.

At the same time, Blanco wanted to learn more about the local community's interest in international education. Located near several major cargo terminals and a number of international corporations, international commerce is a community concern. Staff members surveyed companies in north central New Jersey to identify international training needs.

Based on survey results, staff members in the international education office and community education division designed seminars and forums on such topics as international market research, international banking, and export documentation. They also developed a noncredit certificate program in international trade and a credit certificate program in international business.

Since the 1978 grant Blanco has continued to offer seminars on international topics for both faculty and the business community. He admits that the entire campus has not been affected by his internationalizing efforts but is pleased that interested faculty have been identified and are working together on various projects. In addition to curriculum workshops he has offered faculty seminars on overseas travel programs and foreign students' learning styles.

A new activity is the recently established National Resource Center for International Trade Education. Funded by the U.S Department of Education, the center is cosponsored by the American Association of Community and Junior Colleges, the World Trade Council of New Jersey, and the World Trade Association of New Jersey.

According to Blanco, the center will help colleges respond to their community's needs for international commerce education, with specific attention to small and medium-sized firms which may not have access to consultants from larger universities. Staff members have already compiled a list of more than 600 people throughout the country who have expertise in specific aspects of international trade. *P.B.*

For more information, contact Virgil Blanco, Director, Center for International Education, Middlesex County College, Edison, NJ 08818. 201/548-6000.

Saint Peter's College

Grass-roots Effort in International Education

Grass-roots efforts by faculty members at Saint Peter's College underlie an increasing emphasis on international education on this 4,000-student campus. Motivated by a belief that a solid liberal education requires a broadening of students' world view, the faculty members organized the Foreign and International Studies Committee to act as "a catalyst for international education on campus," according to Neal R. Goodwin, commitee chairperson.

The eight members who currently make up the committee responded to what Goodman calls "the pervasive parochialism" in St. Peter's students by forming the committee in 1981. These faculty members and administrators share a common belief that an international awareness must be built into all areas of the

college curriculum, despite their different fields of study, which include education, business, and modern language.

Goodman, who is also Director of the Foreign Study Center, explains that the committee tries to "inspire and direct" faculty members toward including an international focus. "There is a significant minority of faculty members," he says, "who are interested in international education; and they, on their own, are taking the initiative and moving forward."

This initiative has taken two forms. Not only have many faculty members instituted international dimensions in their specific courses, but as members of the Foreign and International Studies Committee, they have worked with administrative committees stressing the importance of international education.

In 1982, the committee offered three recommendations for course development to the Curriculum Renewal Committee. This effort resulted in a recommendation, eight months later, that the new curriculm include "an opportunity to study diverse cultures" and "offer courses with an international perspective to foster an understanding of the culture and problems of other societies." Goodman hopes that "we can use this as a means to the end...a more institutionalized focus in the courses we teach."

Increasing emphasis on international education is also beginning to appear in coursework. The department of marketing and management has instituted a course in international marketing, offering an overview of business functions in an international environment; an interdisciplinary course on the question of nuclear war is being taught from a global perspective; and several other courses are being developed that deal with topics as diverse as crosscultural psychology and ethnic advertising.

Perhaps most illustrative of coursework concerned with international education, is a class that deals specifically with intercultural relations. Goodman explains that "the idea of the course is to prepare students to interact better with persons of other cultural backgrounds. This involves first becoming sensitive to one's own cultures, expectations, norms and values and recognizing (these) in others." In addition to traditional reading and lecture assignments, the course offers an opportunity to prepare training techniques for intercultural interaction, and features simulations that allow students to feel "culture shock."

In addition to its emerging international curriculum, St. Peter's College sponsors an International Business Seminar, which offers the opportunity to study Caribbean marketing and management first hand. The college also offers an overseas placement program, hosts students from abroad, and awards scholarships to black South African Students through the South African Education Program.

"This internationalization of Saint Peter's," Goodman stresses, "has been a grass roots, from-the-bottom tactic." He observes that without mandate from an administration, no director of international education, and without any funding, Saint Peter's has tried to address students' difficulties relating to others' cultures. Although Goodman expresses hope that in the future Saint Peter's will receive external funding to further the study of international education, St. Peter's grass roots efforts have paid off—a situation Goodman considers "miraculous." *T.H.*

For more information, contact Neal R. Goodman, Director, Foreign Study Center, Saint Peter's College, Jersey City, NJ 07306. 201/333-4400.

Texas Southern University

Global Perspectives Provide New Vistas

Through faculty and curriculum development, Texas Southern University (TSU) administrators have strived to reduce the parochialism many students bring to campus, according to Joseph Jones, director of international programs. "Many students have never been exposed to the world outside their state or sometimes even their city," says Jones, who is also dean of the graduate school. "A global perspective can broaden their outlook on life."

Jones credits past and present administrative interest in global issues with influencing the development of TSU's international studies activities. Established in 1947 as the Texas State University for Negroes, Texas Southern was first headed by a former United States Minister of the Republic of Liberia. Succeeding presidents also had international ties. TSU's location in Houston, which is expanding its own international interests, has also encouraged the university's involvement.

TSU's status as a traditionally black institution has played a lesser role in its emphasis on world perspectives, reports Jones. "In the past, black administrators have been more concerned with domestic issues and have not wanted to expend resources on international programming," says Jones. Nevertheless, he feels a "historic commitment to helping youngsters who have previously not had opportunities to go to college."

Believing that program requirements leave little room for additions, administrators have not instituted an international studies requirement. Instead, Jones calls efforts to integrate international perspectives into existing courses the campus' most successful method for introducing global understanding. During the 1980–81 and 1981–82 academic year 50 College of Arts and Sciences instructors designed international topics units during U.S. Department of Education-funded curriculum development workshops. Administrators have applied for funding for a similar workshop for business instructors.

Administrators believe faculty travel, especially when combined with research, is an important complement to curriculum development activities, says Jones. Many of the workshop participants participated in summer programs in Haiti and the Dominican Republic. Others have participated in a research project on urban problems with instructors at a Korean university.

"Faculty members have developed knowledge of international problems and an understanding of other cultures which can be inculcated into their courses," says Jones. He hopes to secure Agency for International Development contracts for faculty participation in technical support programs in developing countries.

TSU's foreign student enrollment has also helped internationalize the campus, says Jones. One-third of the 8,400-student body is from 55 foreign countries.

Students interested in further expanding their global awareness can earn a 24-credit minor in international studies. They complete course clusters in foreign languages, fine arts, and social sciences, with a focus on Africa, Latin America, or the Caribbean. For example, a student interested in Latin America completes Spanish language courses and selects such courses as Ethnological Music, Readings in Latin American History, and the Economics of Developing Countries.

The international studies minor enriches students' academic experience and opens up new career options, according to Jones. For example, a business major can pursue interests in international finance, while a sociology major can learn about the problems faced by new immigrants to Houston. "The minor supports their own major while showing them career directions they may not have known about," says Jones. He sponsors an international career day each semester to discuss additional career opportunities. *P.B.*

For more information, contact Joseph Jones, Dean of the Graduate School, Texas Southern University, Houston, TX 77004. 713/527-7232.

West Virginia University

Fostering International Awareness At the Introductory Level

West Virginia University's Interdepartmental Major in International Studies was created in 1980, its establishment fulfilling one of the prime objectives of the Consortium for Faculty and Course Development in International Studies (FACDIS). FACDIS, a consortium of 17 West Virginia universities and colleges working together to promote international awareness through curriculum revision and faculty enrichment, was funded by a grant from the U.S. Department of Education Undergraduate International Studies Program from 1980–1983. For the 1983–1984 academic year, the consortium is being supported by funding from the West Virginia Board of Regents. West Virginia University (WVU) serves as the headquarters for FACDIS, and puts many of the consortium's initiatives into practice through its curriculum.

With FACDIS support, West Virginia University developed new courses at the lower division level, and these are among the choices that make up the introductory phase of the International Studies Program. The courses, Latin America: Past and Present; Africa and the Middle East; East Asia: An Introduction: World Cultures; and Global Issues "are very well enrolled," says Sophia Peterson, WVU professor of politics and co-director of FACDIS. Speaking of the importance of offering international courses at the lower division level, Peterson asserts, "if you don't interest students at the introductory level, then they don't have the proper background to tackle upper division requirements." Peterson says that the lower division international courses spark interest in the major itself, giving students the impetus to continue with international studies. During the first year of the program, there were only 19 international studies majors, but now, notes Peterson, "we have 115 students enrolled in the program."

A 51-hour program, the international studies major is multidisciplinary, encompassing courses in politcal science, religion, history, sociology/anthropology, geography and economics. Students go through an introductory and advanced core of courses, the former familiarizing them with a broad selection of topics such as physical geography and Western Civilization, the latter providing them with a deeper look into the various institutions and political processes of the world through courses in international relations and comparative economics. Students are free to select those courses that appeal to their interests, but at the introductory level all students are required to take micro- and macroeconomics, because, says Peterson, "the faculty believes that a solid economics background is essential for international studies students."

The third facet of the program is the area of concentration; students may choose a world region (such as Latin America, Africa and the Middle East, East Asia, East Europe, or West Europe), or a topical area such as development, in which to specialize. WVU policy requires that all students complete four semesters of language study, and international studies majors are encouraged to take six more credit hours beyond this requirement. In addition to the major modern European languages, the university offers courses in Chinese, Japanese, Swahili and Hausa to complement the students' particular concentrations. Each concentration explores the economics, history and politics of the area studied and covers topics relevant to the cultural background of the region; students, for example, have available to them such courses as Music of Africa and Religions of India to supplement their view of the people and culture as a whole. Although the concentrations allow students to focus upon a specific world region or topic, Peterson stresses that "the goal of the International Studies Program is not to produce area specialists, but rather to give the students the opportunity to understand another non-American society and heighten their whole cultural perspective." Students who wish to combine a global perspective with another major can obtain an international studies minor after completing 12 upper division hours of international courses.

West Virginia University's aim of stimulating cultural awareness among its students is not confined to the International Studies Program, however. Under the auspices of FACDIS, several teaching modules have been developed by FACDIS-member faculty – four by West Virginia University professors – as part of a Comparative Sociology Project. These modules are used to integrate an international view into introductory sociology classes which "according to the American Sociological Association, have become too focused on the United States," says Peterson. Modules used in the West Virginia University curriculum include: Development: An International Perspective, which studies the United States and Latin America; and a unit on Iran for inclusion in introductory sociology courses.

Says Peterson, "The faculty didn't realize at first the extent to which the international studies major and the internationally-focused courses were interconnected, but as things developed, we saw how each facet reinforced the other to strengthen the entire program." *N.M.*

For more information, contact Sophia Peterson, Professor of Politics, West Virginia University, Morgantown, WV 26506. 304/293-7140.

Wheaton College

Global Awareness Through Faulty Enrichment

Wheaton College's overseas faculty internship program, a venture that started in summer 1983 with an eight-week visit by two faculty members to South Korea and Japan, allows faculty to spend time in nonwestern countries to enrich their own personal world views in order to enhance those of their students. The program is part of Wheaton's Global Awareness Project, which combines the overseas experience with an on-campus effort to develop more cultural events, present guest lecturers from various parts of the world, and increase the foreign student and faculty population. This project, designed to create an international atmosphere on Wheaton's campus, is being funded during the 1983–84 academic year by a grant from the Exxon Education Foundation.

Spurred on by the national consensus among educators that many students hold a parochial view of the world, the faculty internship program works to first enlighten teachers, whose new attitudes will directly affect their students. Project Co-Director Darlene Boroviak, associate professor of government, explains that Wheaton President Alice Emerson, who first conceived of the program in 1980, realized that in order to be able to educate students more broadly, one had to begin with faculty members.

Focusing upon nonwestern cultures, the internship program seeks to broaden faculty knowlege and understanding of world issues – knowledge and understanding which have been predominantly shaped by western perspectives. Says Boroviak: "Even though a number of faculty members in various disciplines do a lot of research on other cultures and economies and religions, the kind of real appreciation and understanding for a nonwestern perspective and nonwestern concern can only come if they spend some thoughtful time within another culture and see that the world can be and *is* viewed in very different ways."

Not specifically intended to be a curriculum-development or -transformation program (though depending upon the interns and their background, curriculum change could be a possible outcome), Wheaton's faculty internships are designed to allow professors to absorb diversified experiences in their host countries which will enable them to share their expanded global insights with their students when they return. "The goal of the program," says Boroviak, "is to enrich the educational environ-

ment by having faculty members come back more aware, concerned, and thoughtful about how they deal with issues in the classroom." She hopes that the experiences gleaned by faculty members overseas will influence their perceptions of the world, and that these new perceptions will be infused into their classroom lectures and discussions.

Boroviak stresses that Wheaton faculty members enter their internships as American learners, not as American experts. She notes that in Asia and Africa, "people get very excited" to discover that Americans are coming to their homes not as researchers or consultants, but rather as students. Interns traveling in summer 1984 to Kenya, for example, will be paired with a variety of individuals – from editors to geographers to scientists – and will work "as students might work along with someone on various projects, trying to contribute as well as to learn." Theirs is an informal and experiential learning process which will lead simultaneously to their own, personal growth and the growth of their students at Wheaton, says Boroviak.

The program, however, is not without structure; the interns must record what they have learned in order to share their findings with other colleges. "We are keeping very careful track of the experiences of the people who go overseas," said Boroviak. "The interns are asked to keep a journal and to write a report when they return." In addition, faculty interns, through periodic reports describing the long-term impact of their trips, will assess to what extent their experiences have become integrated into their everyday lives.

Over the course of the 1983–1984 academic year, ten faculty members will have gone abroad: two visiting South Korea and Japan in 1983, two (including Boroviak) traveling to Thailand in January 1984, and six going to Kenya in summer 1984. Such trips usually last at least four to six weeks to allow interns the optimum amount of exposure. According to Boroviak, the program is presently targeted to continue for three years. "We will probably be able to send ten faculty members overseas each year," says Boroviak. "In three years, one-third of our faculty will have participated in the program, and that is the kind of critical mass that will make a big difference on campus."

Boroviak advises other administrators who are interested in starting their own faculty internship programs to build a network of contacts abroad – educational and commercial organizations, schools, and alumnae – to facilitate the interns' transition from western to nonwestern cultures. While preparations for such a program take time and a good deal of funding, she encourages liberal arts colleges to participate. "The cost for each intern will be about $5,000," says Boroviak. "That is actually a very small investment in terms of faculty development." She adds: "Most schools have the resources in terms of people and contacts in other countries to get started, and if they can see the money as a faculty development grant that will have a large payoff on campus, the costs are manageable." *N.M.*

For more information, contact Darlene Boroviak, Global Awareness Project Co-Director, Wheaton College, Norton, MA 02766. 617/285-7722.

RESOURCES

American Association of Community and Junior Colleges (AACJC) International/Intercultural Consortium, 1 Dupont Circle N.W., Suite 410, Washington, D.C. 20036. 202/293-7050.

Established in 1976, the consortium provides assistance to community, technical, and junior colleges interested in international/intercultural education. Services include research on topics of members' concerns, distribution of a newsletter and resource materials, and representation of members with various national and federal groups. Membership fees are $500/year; the 45 current members include several multiple campus colleges and community college districts.

American Council on Education Commission on International Education, 11 Dupont Circle, Suite 300, Washington, D.C. 20036. 202/833-4960.

The commission promotes international education within higher education and in relation to the federal government. Its 28 members represent higher education institutions, foundations, and organizations active in international studies. It identifies priority issues and offers policy guidance on behalf of ACE.

Association of American Colleges. *Toward Education With a Global Perspective.* Washington, D.C.: AAC, 1980.

This is the report and recommendations of the AAC-sponsored National Assembly on Foreign Language and International Studies, held at the Johnson Foundation Wingspread Conference Center in 1980. Recommendations included support of faculty study and travel abroad, inclusion of nonwestern perspectives in the curriculum, and encouragement of faculty in all disciplines to increase their international understanding as appropriate to their fields of study. Single copies available at no charge from the Publications Desk, AAC, 1818 R St., N.W. Washington, D.C. 20009.

The Association of International Colleges and Universities, P. O. Box 18, Aghia Paraskevi Attikis, Greece. Herbert Maza, Secretary General.

Established in 1971, AICU brings together 11 "independent institutions in and around Europe, which subscribe to the basic tenets of modern liberal arts education." Most members are accredited in the United States, and many are affiliated with American institutions. Secretary General Maza invites correspondence on how AICU members can work with colleges and universities in the United States. AICU publishes a directory describing members' programs and campuses.

Backman, Earl L. "Internationalizing the Campus: A Strategy for the '80s." *International Studies Notes of the International Studies Association* 10 (Spring 1983): pp. 1–6.

Backman discusses obstacles to internationalizing a campus and provides a detailed description of solutions and approaches. Among the obstacles are lack of administrative commitment, faculty opposition, and inadequate funding. Internationalizing the curriculum will have the greatest impact and should go beyond the humanities and social sciences curriculum and include professional school programs. "The key to successful implementation of a campus-based international program," he writes, "is developing an approach, an organizational structure, and a set of activities that fit the degree of institutional commitment, level of resources, capability of faculty, and mission of the institution."

Boyer, Ernest L., and Martin Kaplan. *Education for Survival.* Washington, D.C.: Change Magazine Press, 1977.

The two essays which comprise this book "The Curriculum Has a Core," and "A Modest Proposal," deal with the obligations that institutions of higher learning have to illustrate to students a world view. Say the authors: "In an era when the isolated self dominates our moral thinking, our intellectual culture, our social relations and our institutional designs, a strong case can be made for a core curriculum based on commonality – commonality in time, on this globe, and together."

Burn, Barbara B. *Expanding the International Dimension of Higher Education.* San Francisco: Jossey-Bass, 1980. (Prepared for the Carnegie Council on Policy Studies in Higher Education).

Burn reviews the present status of international education programs in U.S. institutions of higher education and points out current and future needs in the field. The author maintains that the "entire curriculum should be permeated by an international outlook," and explores such topics as foreign language study, faculty exhanges, and the role of American universities in overseas development assistance. Burn states that the "current and future need in international education is a broader and deeper appreciation of foreign perspectives," and cautions against a nebulous global view that can tend to negate the real differences that do exist between cultures.

Dwyer, John Orr, guest editor. *The Forum for Liberal Education.* Washington, D.C.: Association of American Colleges, October 1980.

Subtitled Foreign Language and International Studies, this issue examines efforts by 23 colleges and universities to provide international awareness to all students. Featured programs include George Williams College's Language Immersion Program, Iowa State University's Cross Cultural Exploration Program, and Pacific Lutheran University's Foreign Area Studies Program. Other *Forum* issues examining approaches to international/intercultural education are Programs for Intercultural Understanding (January 1979), The Study of Ethnic Groups (March 1981), and Peace Studies (March 1983). Issues are available for $2 each (prepaid) from the Publications Desk, AAC, 1818 R St., N.W. Washington, D.C. 20009.

Global Perspectives in Education, Inc., 218 E. 18th St., New York, NY 10003. 212/228-2470. Andrew Smith, President.

With a goal of making American education more internationalized, GPE publishes curriculum and resource materials. Although activities are directed at kindergarten through twelth grade teachers, many entries in *Access* (an 8 times a year listing of events and resources) are appropriate for anyone interested in international education.

International Studies Association, Byrnes, International Center, University of South Carolina, Columbia, S.C. 29208. J. A. Kuhlman, Executive Director.

ISA emphasizes the interdisciplinary nature of international studies and promotes interaction among scholars and instructors. It will host its 25th annual meeting in Atlanta on March 27-31, 1984. Publications examine curriculum and research activities (see Backman above). Individual, departmental, and institutional memberships are available.

King, Maxwell and Fersh, Seymour. *ERIC Junior College Resource Review.* Los Angeles, CA: ERIC Clearinghouse for Junior Colleges, 1983.

This paper examines "International Education and the U.S Community College: From Optional to Integral." The authors cite foreign student enrollment, international trade activities, and technical assistance and educational exchanges as important considerations in internationalizing the community college. It also lists organizations and publications useful in such efforts.

King, Maxwell C. and Fersh, Seymour H. "General Education Through International/Intercultural Dimensions." In Johnson, B. Lamar, ed. *New Directions for Community Colleges: General Education in Two-Year Colleges,* no. 40. San Francisco: Jossey-Bass, December 1982.

The authors argue that enthnocentric attitudes are inappropriate for students interested in participating fully in today's society. President and coordinator of curriculum development, respectively, at Brevard Community College, they describe how both administrative and faculty actions can support efforts to internationalize a campus. These actions can range from promoting foreign student enrollment and including a statement of commitment to international education in the catalog to designing international course modules and accompanying students on study abroad.

Leinwand, Gerald. *Without a Nickel: The Challenge of Internationalizing the Curriculum and the Campus.* Washington, D.C: American Association of State Colleges and Universities, 1983.

Based on an AASCU workshop on internationalizing the curriculum with limited funds, this mongraph begins by defining the current challenge to higher education. "A definition of international education cannot be confined to history, foreign languages, and the social sciences. . . . Indeed, the physical and natural sciences may well be the catalyst for stimulating international education in that modern science can best develop as the result of cooperative global efforts," writes Leinwand. Discussion of workshop sessions on establishing policies for international education, internationalizing the curriculum, and mobilizing resources offer advice and background information. Available from AASCU, 1 Dupont Circle, Suite 700, Washington, D.C. 20036. Cost: $4 (prepaid).

Michie, Allan A. *The University Looks Abroad: Approaches to World Affairs at Six American Universities.* A report from Education and World Affairs (EWA), New York: Walker and Co., 1965.

Focusing on the international studies programs at Stanford University, Michigan State University, Tulane University, the University of Wisconsin, Cornell University and Indiana University, this study was undertaken to learn how these institutions were affected by their commitment to international programs, discover the extent of international activities and how they related to one another, and familiarize EWA with various international programs so that it could better assist institutions in increasing international involvement. The last chapter centers on issues and problems that universities will have to confront in the future, such as leadership, resistance to the furthering of the university's world role, foreign orientation programs and internationalizing the curriculum. William W. Marvel, then president of EWA, who wrote the report's introduction, called the university the institutional form of the world intellectual community, the members of which are bonded together despite cultural differences through common interests.

National Council on Foreign Language and International Studies, 605 Third Ave., 17th Floor, New York, NY 10158. 212/490-3520. Rose Lee Hayden, Executive Director.

Established in 1980 in response to the President's Commission on Foreign Language and International Studies, the Council works with educators, business representatives, and government officials in promoting public awareness of international issues. Activities include sponsorship of seminars and workshops, promotion of faculty and student exchanges, and research on topics such as undergraduate education.

Puchala, Donald J., ed. *Issues Before the General Assembly of the United Nations.* New York: United Nations Association of the United States of America, 1983.

An annual publication, this edition analyzes major international developments from summer 1982 through summer 1983. Topics include resource management, political and security issues, and human rights and social issues. Available from UNA-USA, 300 E. 42nd St., New York, NY 10017. 212/697-3232. Cost: $10.

Sanders, Irwin T., and Jennifer C. Ward. *Bridges to Understanding.* New York: McGraw-Hill, 1970.

This book gives a history of international education and presents a rationale for international studies from four perspectives: national need; the college/university as an institution; the discipline; the individual as a world citizen. The authors focus upon such subjects as language and area studies growth, comparative and topical studies, and the need to foster a cosmopolitan atmosphere on campuses. In their conclusion, which lists recommendations for the improvement of international programs, the authors maintain that faculty, students, legislators, foundations, and citizens must all be involved in furthering international understanding.

Sovern, Michael I. *In Search of Reason: American Ignorance in a Dangerous World, 1982-83 President's Annual Report*. New York: Columbia University, 1983.

Columbia University President Sovern believes that by increasing all American citizens' understanding of foreign cultures and languages "we (can) guard against the illusionary and the irrational in American foreign policy – a failing that has plagued administrations of both parties." This must include "an ability to analyze information dispassionately, a fluency in the subtleties of more than our own language, an informed insight into the heritage and value systems of cultures far different from our own." He calls for the creation of a National Endowment for International Studies, an independent federal agency which would fund international studies and innovative programs in language instruction, as well as research projects and graduate fellowships.

U.S. Department of Education, International Education Programs, Room 3916, 7th and D Sts., S.W., Washington, D.C. 20202. 202/245-2794. Susanna C. Easton, Senior Program Specialist.

The Undergraduate International Studies and Foreign Language Program (Higher Education Act of 1965, Title VI) provides funding for planning and carrying out curriculum activities. Appropriate activities include initiating a global studies program or a program focusing on a single area, combining international studies with preprofessional training, and developing a program which focuses on issues or topics, such as environmental studies or international business. Average grant size is $40,000. The tentative application deadline is October 1984.

The May/June 1984 issue of *Forum* will examine the role of the arts in liberal education. The staff is interested in creative arts requirements, community outreach activities, and arts, music, and dance programs. Contact Peggy Brown at AAC if you would like your program considered for possible inclusion in this issue.